**Exercises for CCT seminar faculty training**

1. Create a visual/graphical representation of how knowledge claims are created and critiqued in your discipline. Include in your illustration the standards and acceptable types of evidence (and their sources) that are used in this process.
2. Create a list of 3-4 problems/issues related to the topic of the seminar you are teaching.
3. Write-up a concrete example/case study (either historical or current-day) of how members of your discipline have applied this model to a specific knowledge claim in your discipline associated with one of those problems/issues.
4. Based on this model, create a list of discipline-specific critical thinking goals you think can be realistically attained by students in your one-block seminar (keeping in mind their novice status in the discipline and their developmental levels).
5. Create a plan for how you will assess these critical thinking goals for your seminar.
6. Based on these goals and assessments, create 4 assignments that will break the critical thinking model for your discipline into parts that can be incrementally combined as the assignments progress.
7. For each of the above assignments, create two versions that will be challenging, but achievable: one for slower students, and one for quicker students.